The plan was presented, discussed, and modified slightly during several all-school staff meetings. In this case, the staff agreed on a needed change and gave authority to a small group of people—led by the school counselor who had the most professional expertise in the area of concern— to draft and present a plan of action, which was then implemented by the entire staff. A year later, the school counselor, principal, and teachers agreed that the new discipline policy, including the Responsibility Room and the Skillbuilders program had resulted in improved student behavior overall, and in fewer violations of school rules specifically. Evaluation of this program is discussed later in this chapter.

Case Example Number 2: Creating "Standards of Conduct"

A largely nonexistent school policy was also the arena of change in the second school. The team that went back to school after the initial 3-day training and assessment process decided to solicit information about this problem that they had identified from all the stakeholders in the school community. They facilitated classroom discussions with students about how they perceived the boundaries in the school and got useful and validating reports that rules were different room to room, teacher to teacher, and that the students were confused. They asked for and received similar reports from parents. They also asked for staff opinions about the issue. In the summer after the fall project training, they used money available from the project to provide stipends for a group of teachers who worked with parent volunteers to draft a code of conduct. The group decided that the code should be applicable to everyone in the school community, but worded in terms easily understood by students. A 14-item "Standards of Conduct" emerged from the summer meetings. After the faculty approved these standards, they facilitated discussions in their classes, allowing students to comment on and clarify each of the standards. The standards were then sent home with the students for the parents to sign and return to the school. A final creative step involved asking students to draw posters illustrating each of the 14 items, which were prominently displayed at student eye level near the entrance to the school. In this instance, too, after reaching agreement upon a course of action, the school community supported a smaller group who

drafted the details of the intervention. However, everyone once again became involved when the intervention actually was implemented.

"Students are helping students now," said the school counselor of the new standards. "Before they would often say, 'I don't know' when asked about appropriate behavior. Now they do know, and they help each other abide by these standards of conduct" (from the video *How Schools Are Creating Resilient Children*, Henderson & Kinderwater, 1994).

Case Example Number 3:
Partnering to Provide Opportunities for Creativity

In the third project school, the team that attended the initial 3-day training and assessment process agreed that they wanted to continue an intervention they had begun 2 years prior to this project because of its close connection to resiliency building. Most students in this school come from economically disadvantaged families and the school staff had determined they wanted to expose the students to art, music, and other creative activities, even though funding for such programs had been cut by the district. The information shared in the Early Opportunities Project simply provided increased impetus for the school staff to partner with the University of New Mexico, using university music and art students to provide creative instruction and activities for students. In some instances, university students come to the school to provide regular instruction; at other times, the elementary students go to the university to use the musical instruments there in their instruction.

"You have to beg, borrow, and steal," the principal of this school said, only partially facetiously, in discussing this school's continuing efforts to find partners in the community to add opportunities for creative instruction and meaningful participation for students.

These case examples illustrate various approaches schools have taken to resiliency-building interventions. In deciding on specific interventions in your school, you will want to determine, as these schools did, who best could draft the details of the intervention once agreement is reached on a needed course of action.

Though many of the project schools did involve students and parents, most did not use them to their full potential. "What are all the ways students can be involved in designing and carrying out this

intervention?" and "What are all the ways parents can be involved?" are important questions to ask in the intervention process.

Adult-Focused Interventions

As mentioned earlier, the Albuquerque Early Opportunities Project was a student-focused resiliency-building process. One of the lessons learned from the project is the importance of addressing educator resiliency in the process of building student resiliency. The project corroborated the point made in chapter 3: Overwhelmed, discouraged, or demoralized educators cannot be effective student resiliency builders. One of the goals of this book is to facilitate focusing on both students and educators as schools engage in increasing their resiliency-building capacity.

Evaluation

In addition to the overall project evaluation described at the beginning of this chapter, various evaluation techniques were used by project schools. In the school described in Case Example Number 1, the school counselor took on the evaluation process because of her interest in it. She explored comparing the total number of discipline referral slips generated in a school year before and after the implementation of the intervention; interviewing students who went through the Skillbuilders program as to its usefulness; and surveying faculty as to their observations about the effectiveness of the intervention. The school described in Case Example Number 2 also used faculty observation as an evaluation methodology. A more thorough and accurate evaluation would have included input from students and parents about the new code of conduct, gathered in interviews, focus groups, or surveys.

The example of the school presented in Case Example Number 3 presents a more difficult evaluation challenge. The staff of that school believed that exposure to a variety of in-school and extracurricular art and music activities would provide opportunities for students to connect (bond) with the school and with each other in prosocial ways, supporting resiliency building. They also believed that some students would develop competence at building self-worth in one of these

areas, which would also further enhance resiliency. Questions this school staff has had to struggle with, as you will in your school, relate to each of the six resiliency factors in evaluation. They include the following:

- "How will we know when we have succeeded (in increasing bonds, teaching life skills, setting and consistently enforcing expectations, providing all students with caring and support, providing all students with high expectations for success, or providing all students with opportunities for meaningful participation)?"
- "What will success look like, feel like, sound like?"
- "What measures should we use?"
- "Who should we use them with?"
- "When should we use these measures?" (A useful form to use in this process, Worksheet for Evaluating Resiliency Building (Figure 8.4), is included in chapter 8).

It is important to hear the answers to these questions not only from school staff but also from students and parents, to create a more accurate evaluation process. Some schools, in fact, have sent students out with cameras and notebooks to document what effective learning looks, sounds, and feels like (Anderson, Herr, & Nihlen, 1994). This approach could also be used with any one or several of the six resiliency-building factors.

As is so often the case, the overall project process evaluation was conducted more to satisfy the funding source than to provide the most useful data for the school district. In retrospect, a more effective evaluation would have built-in ways to measure student and staff outcomes in terms of increased resiliency (interviews, questionnaires, use of secondary and artifactual data) and also would have included student and parent perspectives as to the effectiveness of the process in integrating resiliency building into the fabric of the school.

Ongoing Approaches

As mentioned above, the schools in the APS project in which resiliency building became integrated into the central purpose of the

school, as evidenced by buy-in from the "power engine" of the school and inclusion in school vision and mission statements, are the ones that sustained resiliency-building change process even when project funding ran out. Almost all of the project schools, however, reported that the ongoing support they received for the 3 years of the project assisted them in maintaining a commitment to resiliency-focused school change.

When funding for the project from the USDE ran out, it had been discontinued altogether at the federal level. The district student assistance team staff brainstormed about additional ways to provide ongoing support for project schools. Henderson submitted a grant proposal, which eventually was funded, to a different federal agency, the U.S. Center for Substance Abuse Prevention (CSAP) for a different type of project, a 600-person resiliency-focused conference. The conference was planned to feature all the major resiliency researchers in the country, as well as APS and other schools that had developed exemplary resiliency-focused strategies and programs. Through this grant, which funded the conference "Moving Youth From Risk to Resiliency," held in January of 1995, some type of formal district support for resiliency building was available for an additional year, and more educators in the district bought into the concept of resiliency building.

Creativity is critical in maintaining the ongoing change process. Because a successful change process can take 3 to 6 years or longer, sustaining the momentum with the necessary money, training, and other resources is a challenge. "How can we support the students, staff, and parents involved in this process in the long run?" is an important question to ask. "Can we use other community partners like businesses or social service organizations to assist us in our long-term efforts?" is another important, though often overlooked, question. Many of the APS project schools invited their community business partners to play a more active role in staff and student resiliency building than just providing food or T-shirts, as they had done in the past. Many business partners in APS were eager to play an expanded role, which is probably the case in your community. A daylong training on working together to improve resiliency building was provided for project schools and their business partners during the final months of the project, with the goal of schools' using those business resources to maintain the resiliency focus when the project funding ended.

In Conclusion

This chapter has described how an entire school district and several individual schools used the change process described in chapter 5 and has provided additional details about initiating a resiliency-focused change process. Questions that can be asked to guide the implementation process are included. The way each step in the overall process plays itself out needs to be tailored to the specific situation of your school, as it was in the APS project schools. Asking the questions included in this chapter, looking at the examples of specific products of the interventions schools have implemented included in chapter 7, and using the process tools in chapter 8 can assist you in facilitating a resiliency-focused change process most appropriate for your school at this time.

Activities

1. Find the natural allies in your school who you think will support resiliency building. Together, study the information about each of the steps in the change process discussed in chapter 5 and the examples in chapter 6. As a group, answer each of the change process-related questions included in this chapter.

2. Based on your discussion, chart a course of action, including each of the six steps of the change process, that you would be willing to facilitate. Discuss any reasons you hesitate to begin the process and how you might overcome your hesitancy.

3. Identify further reading, training, or other activities that might better prepare you to lead this process in your school. Discuss where you can get what you need.

7

Resiliency Building in Practice

Large changes occur in tiny increments. It is useful to think in terms of a space flight: by altering the launch trajectory very slightly, a great difference can be made over time.

JULIA CAMERON (1992, p. 144)

Several examples of specific approaches to increasing resiliency building implemented by schools in the Albuquerque Early Opportunities Project and other schools we have worked with—including artifacts these approaches have produced—are included in this chapter. These examples represent only a few of the creative approaches to resiliency building that schools have taken and are included simply to stimulate thinking about possible creative interventions at your school. The best approach in any specific school is one tailored to the educators, students, and community of that particular school.

The examples in this chapter primarily represent approaches to student resiliency building because, as explained in chapter 6, educator resiliency building is just being recognized as an equally important and integrally connected focus. These examples are organized with the most comprehensive approaches detailed first—school vision and mission statements, schoolwide discipline policies, and schoolwide incentive programs that reflect resiliency building. More specific programs and approaches, including student assistance, conflict mediation, the inclusion of students in school governance, and resiliency-building teaching strategies, are described next. Activities

suggested at the conclusion of the chapter can guide you as you develop specific resiliency-building approaches for your school.

School Vision and Mission Statements

As mentioned in chapter 6, several schools decided to include components of resiliency building in their school vision and mission statements, ensuring a weaving of the focus into the long-term future of the school. Two examples are shown below.

Mark Twain School

Mark Twain School Mission

Our challenge is to foster a love of learning,
a positive and inclusive environment, [bonding, caring]
acceptance of self and others, and a [boundaries]
commitment to healthy lifestyle choices. [high expectations]

Our goal is to develop students who

- Are responsible decision makers [life skills]
- Recognize and value individual differences and cultural diversity [bonding, caring]
- Participate meaningfully in school and community, and [meaningful participation]
- Strive to reach their maximum potential [high expectations]

A letter sent from the administrators of this school to parents and students at the beginning of the school year, with an invitation to serve on the school governance council, also embodies a resiliency-building message.

Welcome

Dear Parents and Students,

As we're sure you know, Mark Twain is a special place. The teachers are innovative and foster a love of learning through

exciting and varied programs. The parents are committed to the importance of education and model their commitment through direct involvement with the school. The students of Mark Twain accept the strengths and weaknesses in one another and take pride in their own learning.

We are proud to be a part of this dynamic environment and pledge to maintain and advance the high standards of excellence at Mark Twain. As partners, we can keep learning alive and challenge each student to be the best they can be.

Please come by to visit and share your expectations, praise, and concerns.

Dr. Elizabeth Everitt, Principal
Dr. Catherine Snyder, Assistant Principal

Kit Carson School

The motto at Kit Carson Elementary school reads, "Where children are loved, because children come first!" The staff of this APS project school drafted a comprehensive list of beliefs [included here in an edited format] that became that school's resiliency-focused vision and mission statement.

We at Kit Carson Elementary School believe:

- All children can learn.
- Children are worthy of respect.
- Children learn by doing.
- Children learn in a safe, positive, supportive environment.
- Children are individuals who learn at different rates and ways.
- Children need to be encouraged and challenged.
- Children's self-esteem is built by recognizing their strengths which lead to better learning.
- Children learn best when they feel good about themselves and their parents are committed to their education.
- Children learn best in a stimulating and cheerful atmosphere where a lot of cooperation and respect are present.
- Children learn best if given an opportunity to experiment and discover solutions on their own.
- Children should be responsible for their own learning.

- Children learn best when their culture is respected and integrated into their learning.
- Children need to develop their own best intelligence because they each have special and unique qualities.
- Curriculum must be modified to students' learning abilities, culture, and past experiences.
- Children learn best when there is a connection between home and school, and when parents are actively involved in their child's learning process.

Resiliency-Building Approaches to Discipline

Kit Carson School

The staff of Kit Carson also developed the following guidelines for "preventive discipline" after their participation in the APS project.

Preventive Discipline

We believe that when students are actively involved and there is frequent communication, many discipline problems can be avoided. Some of the procedures and techniques used at Kit Carson in preventive discipline are:

1. Do not consider discipline as separate or apart from the rest of the teaching process.
2. Show genuine interest in all of your students and accentuate the positive.
3. Have well-defined rules (posted) as to what is expected of the children.
4. Be consistent in all things (presentation of materials, enforcement of the rules, etc.) so that the children know what is expected of them.
5. Emphasize respect for others—teachers, pupils, adults, property, and so on.
6. Share the good things the children are doing with others (the parents, administration, other teachers, and other children all like to hear and share in the successes of our students).

7. Cooperative schoolwide [preventive] discipline program:
   a. Gold Slips are given to students who behave properly. One Gold Slip—trade for popcorn. Ten Gold Slips in 9 weeks—lunch with the principal.
   b. Students who do not receive infraction notices each 9-week period will receive a prize.
   c. Conflict mediation is used.
   d. The school participates in TASA [student assistance] programs.

The school also formulated an extensive "corrective discipline" policy, which clearly outlined eight key school rules and steps taken for each number of infractions. Its primary focus on "preventive discipline," however, is a resiliency-building approach—accentuate the positive to alleviate much of the need for corrective discipline.

Another creative approach to discipline, designed to foster staff resiliency at Kit Carson, was the assignment of "buddy teachers"—individuals who could be called upon by other staff in the school in any "corrective discipline" situation. Through this approach, the staff built in caring and support for one another in what are often tense and stressful situations and ensured a greater likelihood of students being treated with caring and respect (through the intervention of a more neutral third party).

East San Jose School

East San Jose School developed a discipline policy based on the idea that every student had certain rights, and formulated it as a list of rights for students.

East San Jose Bill of Rights

1. Everyone has a right to be safe and no one will be hurt.
   __ There will be no fighting, kicking, hitting, pinching, or pushing.
   __ There will be no weapons at school.

__ Students will be at their assigned place at proper times.

__ Students will use all equipment properly and safely.

Consequences:

1st Offense: Time-out with mediation and contract [see below]. Days in time out determined by completion of contract.

2nd Offense: Time-out with mediation; parent contacted by classroom teacher.

3rd Offense: Time-out with mediation, conference with parent and principal.

2. Everyone has the right to be respected.

__ To dress appropriately.

__ Foul language will not be tolerated.

__ Destroying property will not be allowed.

__ Defiance is unacceptable behavior.

Consequences:

1st Offense: Time-out with mediation and contract. Days in time out determined by completion of contract. Restitution for vandalism or graffiti.

2nd and 3rd Offense: Same as above with possible School Police involvement.

3. Everyone has the right to be drug-free.

__ Alcohol, drugs, and tobacco will neither be used nor tolerated.

Consequences:

1st Offense: School Police and parents will be called, counselor referral, in-house suspension.

2nd Offense: School suspension.

4. Everyone has the right to be happy and treated with compassion.

__ We will not hurt each other's feelings.

Consequences:

1st Offense: Time-out with mediation. Days in time-out determined by completion of contract.

2nd and 3rd Offense: Same as above.

Students violating this policy are sent to this school's "Responsibility Room," where they meet with a student mediator (a peer with training in conflict mediation) and fill out the following contract.

My Contract and Plan

1. Why are you here in time out?

   _____

2. What is wrong with that behavior?

   _____

3. What will you do to keep this from happening again?

   _____

_____ Student

_____ Mediator

_____ Parent

_____ Date

Besides using the resiliency-building approach of formulating a student discipline policy based on a positive statement of students rights, including the rights of safety, respect, healthy lifestyle choices, and compassion, East San Jose's approach allows students violating the policy to take responsibility for figuring out how to stay out of trouble in the future, with the support and encouragement of a student role model.

Incentive Programs for All Students

East San Jose School

Two other approaches to resiliency building have been implemented by East San Jose. Convinced that every student's resiliency could be enhanced by providing opportunities for every student to be recognized in some way, the school initiated the "On a Roll" program as an alternative to the traditional "Honor Roll" program. In this program, school staff nominate students who improve over the term in academic work, behavior, or attendance. These students are then

recognized at an all-school assembly, with their parents attending, as "on a roll to success." They receive a prize and their names are posted in the school cafeteria.

East San Jose's "Walk Tall" program is another way the school recognizes as many students as possible. Teachers in the school hand out the forms shown below as they notice students taking increased responsibility, showing respect to one another, and behaving politely. When students get five certificates, they get to sign a "Walk Tall" book kept at the school and participate in a celebration, such as an ice cream social.

Responsibility	
East San Jose Award	
__ CLASSWORK	__ BEHAVIOR
__ HOMEWORK	__ PROPERTY AND EQUIPMENT

Respect	
East San Jose Award	
__ KINDNESS	__ HELPFULNESS
__ TEAMWORK	__ COURTESY

Politeness	
East San Jose Award	
__ ASSEMBLY	__ CAFETERIA
__ CLASSROOM	__ PLAYGROUND

Cleveland Middle School

Several secondary schools have extended the "On a Roll" concept to involve businesses and organizations in the community. A vice-principal at Cleveland Middle School in Albuquerque asked students what they would most like for prizes in this type of school program—a program where every student has the opportunity to be recognized

and rewarded. Students generated a list of attractive awards like free movie tickets, free meals in fancy restaurants, a limousine ride, and discounts at local businesses. The administrator and staff then scoured the community to find the awards. All students at Cleveland who bring their grades up one grade point or improve attendance in a semester are publicly recognized for their work, and their names are placed in a drawing for the coveted prizes. Limousines pulling up to the school to take students to local restaurants for lunchtime meals, as the student body looks on, demonstrate the creativity of the staff of Cleveland in providing incentives that students want and that every student in the school has the potential to receive. One counselor at the school commented, "I was amazed at how many of our 'trouble-makers' signed up to participate in this program"—another testimonial to the desire within almost everyone to increase his or her success.

A Caring Approach to Health-Compromising Discipline Violations

How does a school intervention ("Care" or "Core") team handle students who are referred for serious or repeated violations of the school's discipline policy? Two critical approaches to supporting student resiliency building in these situations have been implemented by several schools. First, the intervention team focuses on the strengths of students as well as their problems. Referral forms that include equal space for identifying problems *and* strengths help ensure that the students' strengths are looked at in equal proportion to the risks or problems. The team then poses this question in discussions about the student: "How can we use this person's strengths to facilitate solutions to the problems?"

The second approach involves making sure that a student receives some help for his or her problem. Too often, schools send students out the door, assuming they will somehow "be better" when they return to schools days or weeks later. In reality, without increasing the web of protection diagrammed by the Resiliency Wheel, in all likelihood the students' problems will get worse, and the overall health of the school community, as well as that of the student, will suffer. A resiliency-building approach adopted by many schools is to require an assessment for alcohol, other drugs, or other significant problems, administered by an in-school or outside agency trained

professional, as a stipulation for returning to school. Without this approach, the resiliency of the student and of the entire school community may decline.

Pojoaque Valley School District

The following statement of philosophy attached to the substance abuse prevention and intervention policy of Pojoaque Valley Schools in Pojoaque, New Mexico demonstrates a resiliency-building approach to student assistance.

> The Pojoaque Valley School District recognizes that alcohol and other drug use/abuse is a treatable health problem. Health problems of youth are primarily the responsibility of the home and community; however, the schools share that responsibility because use, misuse, abuse, and dependency problems often interfere with school behavior, student learning, and the maximum development of each student. The schools shall intervene with students manifesting a sign of use, misuse or abuse, and make a concerted and consistent effort to educate and assist them in obtaining appropriate services.

The consequences of violating the substance abuse policy are stated as a 2-day suspension and

> the student cannot be reinstated until a meeting is held with the principal, parent/guardian, student and others as deemed necessary by the Care Team. A no-use drug contract will be signed by the student and witnessed by the parent/guardian. As a part of the reinstatement, the parent must abide by the Care Team recommendation. This may include community service, professional drug use/abuse evaluation, counseling, etc. The parent/guardian and student will present a plan of action that is acceptable.

Conflict Mediation

Many elementary schools have conflict resolution programs in which all students and staff are trained in a conflict resolution curriculum

and certain students act as conflict mediators, usually available during recesses and before and after school to mediate the conflicts of their peers. In 1993, however, one Albuquerque high school initiated a secondary-level mediation program that provides specially trained students with academic credit for their mediation activities.

Highland High School

Students in the mediation class at Highland High School, the first of its kind in the district, are available every period of the school day to mediate conflicts between their peers at school. About 150 conflicts were mediated by the students in 1993, and 95% of the agreements reached in the meditations were kept. Violence in the school decreased and administrators were involved in less disciplinary action. Mediator Bernarda Hernandez wrote of her experience:

> Mediation has caused me to think about the problems instead of just reacting and punching someone. I think of what's going to happen if I do something crazy when someone gets me mad . . . I think of the consequences it would bring.

Because the mediation process involves the disputants listening to one another, hearing one another's points of view, and coming up with a mutually agreed-upon solution in a five-step process (shown in Fig. 7.1) facilitated by mediators, it is resiliency building for all involved. APS Early Opportunities Project schools found an unexpected benefit occurred when their student mediators took the process home. Students began mediating neighborhood and family conflicts, based on their experience at school, causing numerous parents to contact the schools requesting mediation training for themselves.

Students on School Governance Teams

Several schools in the APS project placed students on their school governance councils, a move considered radical at the elementary level. The students, however, surprised school staff with their eagerness to serve, their creative ideas, and their high energy for change. Educators reported how amazed they were to hear the students' perspectives on the school and what good ideas they had. One school

The Process of Conflict Mediation
1. Mediators explain the roles and rules of mediation
2. Stage 1: Define the problem—parties describe their view of the situation (tell their story) and express feelings.
3. Stage 2: Mediators help parties to understand one another's points of view.
4. Stage 3: Find a solution—mediators help parties brainstorm and decide on a solution agreeable to both parties.
5. Closing: Mediators write down the points of the agreed-upon solution and have all parties sign.

Figure 7.1. The Five-Step Conflict Mediation Process
Source: Adapted from the New Mexico Center for Dispute Resolution, 620 Roma Ave. N.W., Albuquerque, NM 87102.

with a school governance team called the School Improvement Team formed a Student School Improvement Team, which at times met separately from the adult team, and at times met jointly with it. Those involved with the students had similar reactions to their participation—great ideas, wonderful creativity, high energy. Because only a minority of the staff supported this intervention, however, it was short-lived due to lack of widespread support. As is too often the case, students in this one project school wound up only tasting this level of participation at their school. Fortunately, other project schools maintained ongoing inclusion of students in school governance.

Teaching Strategies for Resiliency Building

One way to meet the challenge of resiliency building, implemented by several project schools, is to use teaching strategies that incorporate the six resiliency-building factors diagrammed in the Resiliency Wheel. Each of these factors is inherent in cooperative learning approaches that incorporate both an academic goal and a social skills goal in each learning activity. Although successful implementation of cooperative learning requires effective staff training and ongoing staff skill development, the rewards in terms of improved

student wellness and student academic achievement are well documented (Fullan, 1991; Hawkins et al., 1992; Johnson & Johnson, 1989).

The service-learning approach to education includes within its structure the paradigm shift of resiliency building: Students are seen as resources rather than as utilizers of resources, actively engaged in learning rather than passively receiving someone else's knowledge, producing rather than consuming, offering help rather than always receiving help, and serving as leaders rather than followers or victims. Inherent in the process is not only academic accomplishment but the development of citizenship and other social skills, as well as an increased empathy for others, self-confidence, and a sense of belonging to the community. Effective utilization of this approach to education requires extensive training and ongoing problem solving, but schools implementing service learning report that the rewards in terms of student development (i.e., resiliency building) are worth the effort.

Other Examples of Student-Focused Resiliency-Building Interventions

Other student-focused interventions that have provided key elements of resiliency building, implemented in Albuquerque and elsewhere, include before- and after-school programs (especially for "latchkey" students), student support groups (ideally available to all who want or need them and structured in a nonstigmatizing way), cross-age tutoring and mentoring ("buddy" programs), student peer helper programs, leadership training programs that integrate both traditional and "nontraditional" student leaders, and many art, music, drama, sports, and other activities available to students during and after school.

In Conclusion

This chapter includes specific examples of programs and other strategies schools have used in increasing their effectiveness in resiliency building. The most comprehensive and institutionalized examples are the school vision and mission statements that included

components of resiliency. Approaches to school discipline that focus on reinforcing positive student behaviors as well as clearly delineating unacceptable behaviors and their consequences also integrate several resiliency-building factors.

Your school, no doubt, already has in place some of its own programs and strategies that foster resiliency. Identifying what you are already doing that is building resiliency and expanding it or increasing its effectiveness is one place to start in improving your school's resiliency-building capacity. Chapter 8 provides specific "tools"—forms, activities, and processes—that you can also use in your school in the process of increasing individual and organization-wide resiliency building.

Activities

1. Identify programs and teaching strategies considered effective or innovative in your school. What components of resiliency building do they incorporate?

2. Consider how these approaches could be more effective resiliency builders. Think of ways you can facilitate these improvements.

3. Select examples of specific resiliency-building approaches included in this chapter that you would like to implement at your school. Using the information on initiating change included in chapters 5 and 6, map out a plan you can initiate to make these approaches happen at your school.

8

Tools to Facilitate Change

Tell me, I forget
Show me, I remember
Involve me, I understand

CHINESE PROVERB

The final chapter offers a variety of "tools" that can be employed to build resiliency and maximize involvement in necessary change efforts and increase the probability of positive results. The intent is to provide ideas that can be applied to your organization's change process. These ideas may need to be modified and others may need to be developed that are more appropriate to meet particular needs. This is to be expected. Long-term resiliency development requires inventiveness and adaptability.

The suggestions are organized into three categories—assessing the current state, promoting change and building commitment, and evaluating efforts and celebrating outcomes. As will be noted, some of the ideas are specifically intended for individual (student or educator) application or for organizational resiliency building, whereas others may be helpful for either purpose.

Tools for Assessing the Current State

These activities can help get the discussion started, identify points of strength and areas of need, and motivate participants to come to agreement about actions that need to be taken.

The Resiliency Wheel

The Resiliency Wheel can be used to create a common language, assess the status quo, and identify other things that need to be done. Distribute copies of the Resiliency Wheel to participants, review the six factors of resiliency building included on the wheel, and facilitate a discussion to be sure that everyone understands the meaning of each of the factors. This step helps to establish a common language that any group can use. Subsequently, the Resiliency Wheel can be used to take stock of the current state of affairs. For example, the group can discuss each factor, then come to agreement about what is presently happening that promotes or detracts from resiliency. Finally, the group can discuss what else needs to be considered to increase resiliency building.

As explained in chapter 1, the Resiliency Wheel also can be used for other assessment purposes. For example, teachers can view it as a Resiliency Web and use it with parents and students early in the school year to come to an agreement about the student's current state of resiliency and areas of the web that may need "more strands woven in." The agreements can be formalized as a contract among parents, teacher, and student. If portfolios are used as part of the instructional design, students can be required to include the resiliency-building goals that have been agreed upon as a part of that effort.

The Resiliency Figures

The resiliency figures introduced in chapter 5 also can serve to assess the status quo and identify future directions for resiliency building. The figures provide information about barriers and strategies that can be used to stimulate discussion. After the group gains familiarity and comfort with the Resiliency Wheel, they can use the figures effectively to assess the state of affairs at the site and, if warranted, identify what needs to be done to change things. The target can be students (Figure 5.1), educators (Figure 5.2), the overall school (Figure 5.3), or all three. Using the figures to start the conversation, the key questions to ask include "What are the barriers that keep us from building resiliency?" and "What strategies need to be considered to increase our ability to build resiliency?"

Assessing School Resiliency Building

This questionnaire was developed by coauthor Henderson as an informal instrument to assess perceptions about the current state of school resiliency building. It includes questions focused on students, educators, and the school and includes all six of the Resiliency Wheel's factors. It can be distributed at a meeting, scored by participants, and results can be collated quickly to develop an overall sense of beliefs about site-based resiliency. The group can analyze the results, draw inferences, and make decisions about next steps that may be required. The instrument, a copy of which can be found in Figure 8.2 at the end of the chapter, can be copied and used at the reader's site.

Assessing Educator Plateauing

This is a questionnaire that has been developed by coauthor Milstein to help educators assess their plateauing levels. Plateauing occurs most frequently when one a) becomes an "expert" and concludes that work life has become routine (content plateauing); b) senses that there is little opportunity for growth, status expansion, or promotion in the organization (structure plateauing); or c) feels that life is too predictable and not fulfilling (life plateauing). When one or more of these beliefs takes hold, it is difficult to be highly resilient. Therefore, it is important to understand the concept and assess participants' level of plateauing as a basis for developing motivation to take necessary resiliency-building actions. The plateauing instrument at the end of this chapter, Figure 8.3, can be used for this purpose. Respondents can score their own results on the form provided. If appropriate, results can be collated to develop a group picture that then can be used as a basis for discussion and decision making about resiliency building. The instrument can be copied and used at the reader's site.

Changing the Focus From Risks to Resiliency

This exercise helps to establish that everyone has inherent characteristics of resiliency, even those who are viewed as most "at risk." Ask participants to think of an individual they are worried about—a

student, a fellow educator, or themselves (depending upon which of these groups is the focus of the exercise). Then have participants write the first name of this person on the top of a blank sheet of paper and draw a line below the name, dividing the page into two equal columns. Direct participants to record in the left-hand column three or four of the main reasons they are concerned about this person, considering internal factors such as attitudes and behaviors and external factors such as worrisome environmental conditions. Then, with instructions to be as thorough in the next step of the activity as they typically are in finding an individual's problems and risks, ask participants to identify and record in the right-hand column as many strengths or positives as they can in the life of this individual—both internal factors such as talents, potentials, attitudes, and behaviors and external factors such as people and other positive environmental influences. As a final step, share the seven resiliencies (Wolin & Wolin, 1993) and the other characteristics of resiliency detailed in Table 1.1, and ask participants to pair off and discuss whether any of the positives they identified connect with these characteristics of resiliency. Remind the group that resiliency increases by identifying strengths and focusing on them as much as or more than problems or risks, mirroring them to individuals, and using them as a focus for any needed interventions. As previously noted, the Pygmalian effect is powerful—how you see those you serve will have much to do with how they behave and respond (Rosenthal & Jacobson, 1968).

Y Charting

This is an exercise that is intended to encourage participants to move beyond intellectualizing and get in touch with their deeper feelings and concerns about resiliency building. It can be used to stimulate a group discussion about student, educator, or school resiliency building. Draw a Y on a piece of paper. Write "feel like," "look like," and "sound like" on the three edges of the Y. Give participants copies and ask them to add descriptive words in each area of the Y about either the current state or the hoped-for state of resiliency for students, educators, or the school. Have them share their thoughts in small groups, identify their agreements, and then share them in a large group setting.

Tools for Promoting Change and Building Commitment

These activities can be used to motivate the group to take necessary actions to change the status quo and increase resiliency building.

What's Excellent, OK, Not Being Done

This is a bridging activity between assessing the current state of affairs and moving toward commitment to change. It promotes a feeling of security—that effective programs and behaviors will be held safe while other things are being changed. Ask participants to list the things about their schools that they believe are excellent in promoting resiliency—things that should not be changed. After a discussion leads to agreements, ask them to focus on what is okay about the school regarding resiliency building but can be better if changes are made. Finally, ask the group to think about other things that promote resiliency that are currently not being done. The questions need to be put to the group in the order suggested to promote an atmosphere of security, which is necessary if the group is going to be candid and take necessary risks. The goal of this activity is agreement about particular actions that need to be taken to increase resiliency building.

Taking the Roof Off the Resilient School

Ask the group to imagine that they have gone through the efforts required to increase resiliency building in the school. It is now 10 years later. The group is to imagine they have removed the roof of the school and they are peering down into it to see what is going on. What do they see that indicates that the school is now more resiliency building? Ask participants to volunteer things they see (e.g., more student-initiated interactions, teachers modeling risk taking, hall exhibits that demonstrate high expectations). As a modification, the group could be asked to focus on each of the factors on the Resiliency Wheel as they peer down into the school.

Norming

Agreement about resiliency-building norms can help establish behaviors that model the group's goals. One way of establishing these

norms is to distribute the Resiliency Wheel's six factors to the group. Then divide the members into six groups, one for each of the factors. Ask each group to identify norms that they think must exist to guide behaviors regarding the factor they have been assigned (e.g., to provide care and support, the group might recommend such norms as respecting and honoring each other's unique teaching-learning styles, making efforts to celebrate each other's birthdays, and sending condolences when there is a crisis). These norms can be shared, added to and modified as needed, and adopted by the group. If they are put into writing, they can be reviewed regularly, updated as needed, and shared with others who become members of the group at a later time.

Yours-Mine-Ours

This activity can help to clarify resiliency-building areas that the entire group of participants should take responsibility for putting into action and that should be the responsibility of particular role groups. It can help to clarify parameters. For example, what are the total group's responsibilities and prerogatives? What is best left to particular role players? Getting answers to these questions helps to delimit the agenda and keep the group on track while reminding those in particular roles—parents, students, teachers, and administrators—that activities that legitimately belong to them are their responsibilities and will remain under their control.

Each participant should be given sets of note cards—one for the total group and one for each of the role groups that are involved. Ask them to give a card a title with each particular role group's name (for example, "School Improvement Team") and list the resiliency-building activities that should be the responsibility of each group. Have them do the same for the entire group. Then have participants sort the cards into stacks for each role group and one stack for the whole group. Small groups can be assigned to review different card stacks and draw general conclusions. These can then be shared in the large group. Agreements can be recorded and disseminated.

Situation, Target, Path (STP)

This is exercise was developed by Schmuck and Runkel (1994). It can help a group to clarify the nature of resiliency-building problems,

the goals to be achieved, and the strategies to achieve desired goals. The exercise helps participants to specify whether they need to focus on beliefs about the present situation (S), the goal or target (T), or the actions or path (P) to be used to get from the current situation to the goal. STP sessions, using the brainstorming approach described next for each of the three steps, allow the group to share perceptions and prioritize where and how to make changes.

Brainstorming

Resiliency building requires creativity because established behaviors and habits are hard to break. Brainstorming encourages participants to think without the shackles of the past holding them down. In the first stage, ask participants to suggest responses to a resiliency-building question or issue. (If using this activity in an STP session, participants would determine the current situation, then the target, and then the path.) Share guidelines for brainstorming with participants before you begin the activity—"let ideas just come," regardless of how impractical the ideas may appear to be; record all ideas, without criticizing or modifying; and, most important, tolerate silences, which are times when people "go inside" to think. In the second stage, ask the group to review the ideas that have been recorded. This is the time to become more analytical, drop ideas, modify others, and combine those that seem to go together. In the third stage, ideas that survive the review can be explored and decisions can be made to put them into action. This entire process can be used for each step in the STP process described above.

Consensus Decision Making

Resiliency is promoted by involvement in decision making. Participants need to learn to cooperate in clarifying issues and coming to decisions about what needs to be done. Consensus decision making is a powerful means of increasing commitment to actions that should be taken. It can also be a creative process that leads to better decisions, especially when members of the group have different experiences and understandings. Because it takes more time than majority or minority decision-making approaches, and more goodwill and facilitation skills, it should be reserved for those decisions that clearly require group understanding and commitment.

Consensus does not mean that everyone agrees about the decision. It does mean that everyone a) understands the issues; b) has been given opportunities to talk about how they feel about the issues and the possible solutions; and c) is willing to abide by decisions that are made, even if those decisions are not their preferred choices. If the group understands these basic rules and is given help in practicing consensus decision making, the quality of the decisions that are made will improve and norms of cooperation and trust will grow.

Force Field Analysis

This activity is detailed by Schmuck and Runkel (1994, pp. 258-259). It requires the group to identify the existing forces that facilitate or hinder the achievement of a goal (or target, in the STP activity). After listing these forces for each identified goal, the group should develop strategies to alter the balance of these forces—expanding the influence of those that help and mitigating the influence of those that hinder. This exercise encourages participants to further analyze important steps in accomplishing goals, break goals into smaller pieces that are more easily accomplished, focus on the goals that are most attainable, and better understand why attaining other goals may be difficult. Figure 8.1 can be used to assist in this activity.

Tools for Evaluating the Effort and Celebrating Success

These activities can help participants know whether they are making progress toward resiliency-building goals. The intent is to monitor the effort to keep it on track (formative), establish results (summative), and motivate continuing efforts.

Evaluation Worksheet

This worksheet, included in Figure 8.4 at the end of the chapter, draws participants' attention to the six resiliency-building factors and the information that needs to be collected to determine the extent to which they are being realized. The worksheet can best be used formatively, as a means of establishing an evaluation strategy—that is, estimating where things are presently and identifying indicators that can be used to establish results, measures that are required to get the

Target: Where we want to be _____

Helping Forces		*Hindering Forces*
	Where we are now	
——————→	——	←——————
——————→	——	←——————
——————→	——	←——————
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Ways to maximize helping forces:	Ways to mitigate hindering forces:
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Figure 8.1. Force Field Analysis

necessary information, and an action plan for the effort. The worksheet can be copied and used at the reader's school site. With some modifications, the matrix also can be used to guide summative evaluation (e.g., instead of the column titled "What would it look like . . . ," it could read, "What does it look like . . . ").

Resiliency-Building Factors

To get some quick thoughts about current and needed resiliency-building outcomes, ask participants to fill out their impressions on a form that simply lists the six resiliency-building factors, such as Table 5.1. After everyone lists impressions, positive and negative, facilitate a discussion intended to reach agreement about the current state of resiliency building and what needs to be done to improve it.

Recognition

Recognition for efforts made and outcomes achieved facilitates further resiliency-building efforts. Recognition can take a number of forms. Newsletters can be used to spotlight progress being made by students, educators, or the entire school. Teachers can be asked to demonstrate resiliency-building activities that they are finding to be successful in their classrooms. Individuals who seem to be doing exceptionally well can be asked to conduct information-sharing and skill-development sessions for others.

In Conclusion

Resiliency is becoming an increasingly important issue for students, educators, and schools as a result of the number of stressors individuals commonly face, including the pace of change that is occurring across the nation and throughout the world. This reality presents educators with a challenge to do everything possible to respond to the need for resiliency building in schools. The activities suggested in this final chapter offer specific tools for educators to use in effectively facilitating resiliency-building efforts.

Assessing School Resiliency Building

Evaluate the following elements of school resiliency building using a scale of 1 to 4, with 1 indicating "we have this together," 2 indicating "we've done a lot in this area, but could do more," 3 indicating "we are getting started," and 4 indicating "nothing has been done."

Prosocial Bonding

__ *Students* have a positive bond with at least one caring adult in the school.
__ *Students* are engaged in lots of interest-based before-, after-, and during-school activities.
__ *Staff* engages in meaningful interactions with one another.
__ *Staff* has been involved in creating meaningful vision and mission statements.
__ Families are positively bonded to the *school*.
__ The physical environment of the *school* is warm, positive, and inviting.

__ TOTAL SCORE

Clear, Consistent Boundaries

__ *Students* are clear about the behaviors expected of them and experience consistency in boundary enforcement.
__ *Students* use an intervention process ("core" or "care" team) that helps them when they are having problems.
__ *Staff* is clear about what is expected of them and experience consistency of expectations.
__ *Staff* models the behavioral expectations developed for students and for adults.
__ The *school* fosters an ongoing discussion of norms, rules, goals, and expectations for staff and students.
__ The *school* provides training necessary for members of the school community to effectively set and live by behavioral expectations.

__ TOTAL SCORE

Figure 8.2. Assessing School Resiliency Building
Developed by Nan Henderson, M.S.W.

Teaching Life Skills

__ *Students* use refusal skills, assertiveness, healthy conflict resolution, good decision making and problem solving, and healthy stress-management skills most of the time.
__ *Students* are engaged in cooperative learning that focuses on both social skills and academic outcomes.
__ *Staff* works cooperatively together and emphasizes the importance of cooperation.
__ *Staff* has the interpersonal skills necessary to engage in effective organizational functioning and the professional skills necessary for effective teaching.
__ The *school* provides the skill development needed by all members of the school community.
__ The *school* promotes a philosophy of lifelong learning.

__ TOTAL SCORE

Caring and Support

__ *Students* feel cared for and supported in the school.
__ *Students* experience many types of incentives, recognitions, and rewards.
__ *Staff* feels cared for and appreciated in the school.
__ *Staff* experiences many types of incentives, recognitions, and rewards.
__ The *school* has a climate of kindness and encouragement.
__ Resources needed by students and staff are secured and distributed fairly in the *school*.

__ TOTAL SCORE

High Expectations

__ *Students* believe that they can succeed.
__ *Students* experience little or no labeling (formally or informally) or tracking.
__ *Staff* believes members can succeed.
__ *Staff* is rewarded for risk taking and excellence (e.g., merit pay).

Figure 8.2. (*continued*)

__ The *school* provides growth plans for staff and students with clear outcomes, regular reviews, and supportive feedback.
__ An attitude of "can do" permeates the *school*.

__ TOTAL SCORE

Opportunities for Meaningful Participation

__ *Students* are involved in programs that emphasize service to other students, school, and the community.
__ *Students* are involved in school decision making, including governance and policy.
__ *Staff* is involved in school decision making, including governance and policy.
__ *Staff* is engaged in both job-specific and organizationwide responsibilities.
__ Everyone in the *school* community (students, parents, staff) is viewed as resources rather than problems, objects, or clients.
__ The *school* climate emphasizes "doing what really matters" and risk taking.

__ TOTAL SCORE

__ OVERALL ASSESSMENT SCORE (total of each of the six sections)
Student ____ (total of the first two scores in each section)
Staff ____ (total of the second two scores in each section)
School ____ (total of the last two scores in each section)

Range of scores: overall, 36–144; each section, 6–24; students, staff, and the school, 12–48. Lower scores indicate positive resilience building; higher scores indicate a need for improvement.

Figure 8.2. Continued

Educator Plateauing Survey

Select the response that best completes each item, using a scale of 1 to 5, with 1 indicating "strongly agree," 2 indicating "agree," 3 indicating "undecided," 4 indicating "disagree," and 5 indicating "strongly disagree."

1. __ The realities of my job come close to matching my initial expectations.
2. __ I have high professional regard for those in leadership positions in my organization's structure.
3. __ I feel trapped because I am unable to advance in my organization.
4. __ My work is satisfying to me.
5. __ I feel burdened with the many things I am responsible for in my life.
6. __ I am bored in my current job.
7. __ I usually start a new day with a sense of enthusiasm.
8. __ To the extent that I am interested, I have opportunities to advance in my organization.
9. __ Work is the most important thing in my life.
10. __ My job is full of repetitive tasks.
11. __ I feel like I have been passed over when advancement opportunities have occurred in my organization.
12. __ I can usually find time to engage in leisure activities that I enjoy.
13. __ I have little interest in advancing within my organization's structure.
14. __ My life is too predictable.
15. __ I participate in challenging and meaningful activities in my job.
16. __ I believe I can achieve my career goals within my organization's structure.

Figure 8.3. Assessing Educator Plateauing
Developed by Mike Milstein, Ph.D.

17. __ I have been in my job too long.
18. __ I find myself being impatient too often with family and friends.
19. __ I wish I had more opportunities to advance in my organization so I could do more meaningful work.
20. __ I know my job too well.
21. __ I rarely think of my life as boring.
22. __ Although I would like to advance in my organization, given my abilities, my present position is the highest I can realistically attain in my organization.
23. __ My job affords me little opportunity to learn new things.
24. __ I am energized by the challenges and opportunities in my job.
25. __ I consider myself a risk taker in my approach to life.
26. __ Advancing further in my organization's structure would require that I give up many of the things I really like about my current position.
27. __ I feel I perform successfully in my current job.
28. __ My family and friends get irritated with me for being more involved with work than I am with other aspects of my life.
29. __ My life is turning out as well as I hoped it would.
30. __ I relate career success to promotion within my organization's structure.

Educator Plateauing Survey Scoring Sheet

The numbers in Categories A, B, and C below correspond to the 30 statements in the Plateauing Survey. Transfer your responses to the blanks provided.

Note: Those numbers that are followed by an asterisk (*) are reverse scoring items. For these items, a score of 1 should be entered as 5, a 2 becomes 4, 3 remains 3, 4 becomes 2, 5 becomes 1. *Be sure to reverse these items as noted.*

Figure 8.3. Continued

Category A	*Category B*	*Category C*
1. _____	2. _____	3. _____*
4. _____	3. _____*	7. _____
6. _____*	8. _____	9. _____*
10. _____*	11. _____*	12. _____
15. _____	13. _____	14. _____*
17. _____*	16. _____	18. _____*
20. _____*	19. _____*	21. _____
23. _____*	22. _____*	25. _____
24. _____	26. _____	28. _____*
27. _____	30. _____*	29. _____

Category Totals (add each column):		*Plateau Area:*
A = _____	(Divide by 10 = _____)	Content (work has become routine)
B = _____	(Divide by 10 = _____)	Structure (sense organization doesn't offer opportunity for growth or promotion)
C = _____	(Divide by 10 = _____)	Life (feeling that life is too predictable or not fulfilling)
All Categories	(Divide by 10 = _____)	OVERALL PLATEAUING

The higher the score in each category and overall, the higher the level of plateauing. This survey can be used to assess the need for resiliency building in any of the three categories or overall.

Figure 8.3. Continued

Resiliency-Building Factors	*What would it look like, feel like, sound like?* *For students* / *For staff*	*How will we know we've succeeded in achieving this resiliency builder?* *For students* / *For staff*
1. Increase bonds		
2. Set clear, consistent boundaries		
3. Teach life skills		
4. Provide all students and staff with caring and support		
5. Provide all students and staff with high expectations for success		
6. Provide all students and staff with opportunities for meaningful participation and contribution		

Figure 8.4. Worksheet for Evaluating Resiliency Building

What measures should we use?		*Who should we use them with?*		*When should we use them?*	
For students	*For staff*	*For students*	*For staff*	*For students*	*For staff*

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Figure 8.4. Continued

Annotated Bibliographies

Annotated Bibliography: Resiliency

The following selected annotations are offered to assist readers who wish to explore the topic of resiliency in more detail.

Benard, B. (1991). *Fostering resiliency in kids: Protective factors in the family, school, and community.* Portland, OR: Western Regional Center for Drug-Free Schools and Communities, Northwest Educational Laboratory.

This is the seminal publication on fostering resiliency in children and youth. It synthesizes more than 100 studies and articles connected to resiliency, showing how the protective factors of caring and support, high expectations, and opportunities for meaningful participation in families, schools, and communities foster resiliency.

Benard, B. (1993). *Turning the corner from risk to resiliency.* Portland, OR: Western Regional Center for Drug-Free Schools and Communities, Northwest Educational Laboratory.

This publication is a compilation of several shorter articles on resiliency published between 1991 and 1993 in the Western Center News. *The articles provide an excellent synthesis of information on*

several resiliency-related topics, including peer programs, collaboration, multicultural issues, school restructuring, mentoring, and others, and are a good resource for inservice and training.

Henderson, N., & Kinderwater, D. (1994). *How schools are creating resilient children: The Albuquerque Public Schools Early Opportunities Project* (video). Albuquerque, NM: Albuquerque Public Schools Team Action for Student Assistance.

This video illustrates how several elementary schools are implementing the six resiliency-building factors detailed in this book, with an emphasis on the integration of resiliency-building with school restructuring. It includes interviews about resiliency building with students, parents, teachers, and administrators. It also outlines the Albuquerque districtwide resiliency-focused project, Early Opportunities. Originally produced by Albuquerque Public Schools, the video is now available from Nan Henderson & Associates.

Higgins, G. O. (1994). *Resilient adults: Overcoming a cruel past.* San Francisco: Jossey-Bass.

Higgins conducted interviews with and administered psychological tests to 40 adults who endured severe abuse and trauma as children, yet are doing well today by several measures. This book is a compilation of what she learned and includes specific profiles of resilient adults and specific advice "from the resilient" on fostering resiliency.

Richardson, G. E., Neiger, B. L., Jensen, S., & Kumpfer, K. L. (1990). The resiliency model. *Health Education, 21*(6), 33-39.

This article is another seminal work on resiliency, also synthesizing a number of perspectives on resiliency from various social sciences. It presents the best model of the development of resiliency to date (included in chapter 1 of this book). The potential value of adversity to individual growth is emphasized.

Werner, E. E., & Smith, R. S. (1992). *Overcoming the odds: High-risk children from birth to adulthood.* New York: Cornell University Press.

Werner is known as the "Mother of Resiliency" because of her initiation and continuation with coauthor Smith of the longest resiliency-related study to date in the U.S. This book documents in reader-friendly detail the results of her 40-year longitudinal study on the Island of Kauai and includes chapters on resilient teen mothers, resilient "delinquents," and resilient youth with mental health diagnoses. It offers specific information on how children bounce back, based on the Kauai study as well as similar studies in the U.S. and elsewhere.

Wolin, S. J., & Wolin, S. (1993). *The resilient self: How survivors of troubled families rise above adversity.* New York: Villard.

The Wolins "fill out" the picture of how individuals react to growing up under adversity, pointing out with compassion the strengths ("resiliencies" described in chapter 1 of this book) that also develop while dealing with painful situations. They challenge the popular culture's emphasis on "survivor as victim," and emphasize the importance of moving from a Damage Model to a Challenge Model of viewing the outcomes of adversity.

Wolin, S. J., & Wolin, S. (1994). *Survivor's pride: Building resilience in youth at risk* (video). Vernona, WI: Attainment Company.

In the first part of this video, the Wolins present the seven "resiliencies" described in their book and the difference between the Damage Model and the Challenge Model. Most of the video, however, is in-depth interviews with resilient young people and the adults in their lives who are fostering their resiliency. This video is useful as an inspiring training resource for any group who works with youth.

Annotated Bibliography: School Change and School Restructuring

The following annotations are offered to assist readers who wish to explore effective school change, organizational development, and restructuring in more detail.

Fiske, E. B. (1992). *Smart schools, smart kids.* New York: Simon & Schuster.

This book surveys the educational landscape, offering several detailed examples of exceptional schools that embody the best of school reform and resiliency building. It offers readers valuable insights that can help them improve their own schools and includes a "Resource Guide to Smart Schools."

Fullan, M. G. (1991). *The meaning of educational change* (2nd ed.). New York: Teachers College Press.

This seminal book on school change provides a solid foundation for understanding change and innovation in education. Causes, planning, and processes connected to effective change are included. Particular emphasis is placed on teachers, principals, students, district administrators, consultants, and communities as they relate to school change.

Herman, J. L., Aschbacher, P. R., & Winters, L. (1992). *A practical guide to alternative assessment.* Alexandria, VA: Association for Supervision and Curriculum Development.

This guide to effective assessment, which is written in practitioner language, encourages readers to focus on things that are important rather than things that can be counted. It also encourages readers to create their own assessment tools and provides specific ideas for instrument development.

Meier, D. (1995). *The power of their ideas.* Boston: Beacon.

For 20 years Meier has led a school that defies the stereotypes of public education—Central Park East in Harlem, where 90% of the students graduate and 90% of those go on to college. She offers personal and professional reflections on the success of her school, describing the innovations used—all of which are reflections of resiliency building. She also argues eloquently for similar innovations to take place in education in general.

Milstein, M. (1993). *Restructuring schools: Doing it right.* Newbury Park, CA: Corwin.

This book is a practitioner guide to school restructuring, which breaks the process of effective school change into practical, easy-to-understand steps. It includes information on how to develop structures and roles to accomplish restructuring and offers activities to use in the effort. Each important part of the process is diagrammed in a graphic model, which further clarifies how restructuring occurs.

Murphy, J., & Hallinger, P. (1993). *Restructuring schooling: Learning from ongoing efforts.* Newbury Park, CA: Corwin.

This book includes a background and definition of restructuring, as well as a useful categorization of the various elements that should be considered in the process. Emphasis is given to the "core technology" of curriculum and instruction. A realistic perspective is offered regarding implementation issues.

National LEADership Network Study Group on Restructuring Schools. (1991). Washington, DC: U.S. Department of Education.

A group composed of LEAD directors from nine states, and others, examines the education and training that school leaders require to be able to guide restructuring. Based on feedback from administrators involved in restructuring, the report emphasizes leadership development and changing leadership role expectations.

Schmuck, R., & Runkel, P. J. (1994). *The handbook of organization development in schools and colleges.* Prospect Heights, IL: Waveland.

Restructuring ultimately depends on schools' capacities for change and renewal. This book introduces the technology of organization development and presents in practical terms techniques for conducting such activities as assessment, survey feedback, intervention, and evaluation. In addition, it examines goal setting, communications, problem solving, decision making, and other group effectiveness concerns and suggests activities for improvement.

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Resiliency in Schools

Making It Happen for Students and Educators

Nan Henderson
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University of New Mexico, Albuquerque

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